

Determining the relevance of adopting the context-specific knowledge domains for writing expertise to teach writing in agriculture

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Introduction

Clear, effective writing skills are necessary for academic and industry excellence in agriculture

Purpose

Use Dudley-Brown's (1997) theory evaluation framework to determine which conceptual model of writing would be the most relevant to teaching writing in agriculture

Method

- Evaluated model using Dudley-Brown's framework
 - Accurate
 - Consistent
 - Fruitful
 - Simple
 - Broad
 - Accepted
 - Socio-cultural utility

Findings

Five context-specific knowledge domains for writing expertise

- Met all seven criteria



Findings

Discourse community knowledge

- Grasp complexity and variety of each discourse
- Understanding differing goals and processes for communication mediums

Findings

Genre knowledge

- Linked to discourse community
- Depends on context
- Learning the language
- Same genre differs across discourse communities
- Genre mastery



Findings

Subject matter knowledge

- Learn its complexities
- Gain knowledge through library research, subject matter experts, reading, and observing
- On-the-job training



Findings

Rhetorical knowledge

- Balance writer's purpose and audience's need
- Attention to message and text
- Tailor to particular situations and institutions
- Understand the purpose of the text



Findings

Writing process knowledge

- Procedural writing to meet productivity standards
- Streamlined process adapted to specific tasks
- Working well under pressure
- Adopt ways to be more efficient



Conclusions

Five context-specific knowledge domains for writing expertise

- Career-ready graduates who
 - Understand subject matter
 - Focus on specific audience needs and social context
 - Recognize communication goals
 - Identify communication tools to achieve goals



Conclusions

- Career-ready graduates who
 - Create content based on knowledge
 - Focus on deep structure and purpose of genre
 - Streamline the writing process
 - Are versatile in many genres
 - Work well under pressure



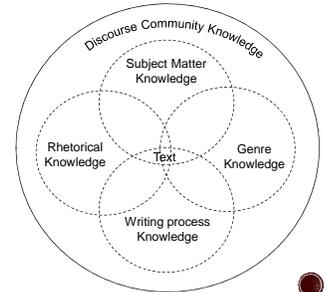
Recommendations/Implications

- Evaluate the model's effectiveness in agricultural courses across disciplines
- Have knowledge of each domain



Recommendations/Implications

- Teach each domain as unique but overlapping



Questions

